

MIGRANT

September 2014 Issue 19

MAGAZINE



Kentucky Migrant Education Program

In This Issue

First Migrant State Parent Advisory Council.....	1
Fall Academy Agenda Set.....	2
Difference between PI and PAC.....	2
Physical Restraint and Seclusion Regulation Information.....	2
Warren Co. and Glasgow Ind. Parent Involvement Event.....	3
Danville Ind. Great News.....	3
Northeastern KY Migrant Education Parent Employment Survey.....	4
Fayette Co. Teens Focus on STEM.....	4
School Readiness & Academic Language in Summer Programming.....	5
Lincoln Co. Summer Program.....	6
Southeastern Regional KY MEP Leadership Development Workshop.....	7
Fun, Free Educational Websites for Kids.....	8
Upcoming Events.....	8

Contacts:

Judy Littleton

State Migrant Education Director
502-564-3791, ext. 4027
judith.littleton@education.ky.gov

Christina Benassi

Identification and Recruitment Coordinator
502.564.3791, ext. 4025
christina.benassi@education.ky.gov

Heather Rhorer

Migrant Consultant
502.564.3791, ext. 4003



The First Migrant State Parent Advisory Council

By: Christina Benassi, ID&R Coordinator

The first Migrant State Parent Advisory Council (PAC) meeting in Kentucky was held on Saturday, Aug. 23, at the Kentucky Science Center in Louisville. Advocates, spouses and children had the opportunity to tour the museum while the PAC parents met. Thirteen different counties across the state were represented.

They included Barren, Clark, Danville, Fayette, Hardin, Hart, Henderson, Lewis, Madison, Montgomery, Todd and Webster counties.

The PAC parents had an extremely important role. They defined the mission of the Kentucky State PAC: "To improve the educational program that will lead to success within the community. (Mejorar el programa de la educación que te lleve al éxito dentro de la comunidad.)" Once the mission was established, the parents discussed aspects of a good leader.

After lunch the families came together to listen to storyteller, Thomas Freese. He engaged the children and their families with interactive and musical tales from different cultures. After the story time, the PAC parents came back together to

further discuss the purpose of the PAC.

The parents spent time learning to understand the Comprehensive Needs Assessment (CNA), Service Delivery Plan (SDP), and Evaluation processes. These processes were described to the parents in relation to making a cake. First, you have the ingredients (eggs, flour, and sugar) just as with the CNA you look at the student's needs (education, belonging, love).

Then, you must have a recipe or a plan. The plan in the migrant education program is called the SDP. Then, you follow the recipe or implement the plan. Then once the cake is made, or once the child is ready to graduate, you evaluate the program/cake. During this portion of the meeting, the parents were divided into small groups and each had the opportunity to give us feedback on preschool, kindergarten to grade 6, grades 6 to 12 and Out of School Youth (OSY). We asked probing questions that correlated specifically to the SDP. This feedback will be used as we evaluate our state migrant education program. Everyone, from parents to state staff involved had a wonderful, productive day.

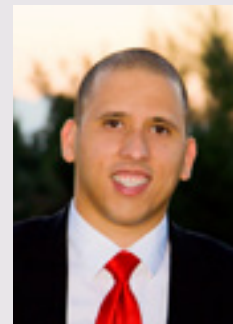


Fall Academy Agenda Set

By: Judith Littleton, MEP State Director

Kentucky Migrant Program's Fall Academy agenda is set. The theme for this year's Academy is Sowing the Seeds of Knowledge; Harvesting the Future. As a reminder, all new recruiters (less than two (2) years experience) and migrant program administrators (or appropriate designee) are required to attend the Pre-Academy session on Wednesday, Sept. 17.

The keynote for the 2014 Fall Academy is Andres Lara, the Cuban Guy. At age 16, Andres escaped from Cuba to the United States. He spoke no English, had no money and was homeless. Today he is an accomplished motivational speaker and author. His keynote address and breakout session is How to Move Forward When You Feel Like Quitting. To learn more about Andres, visit his website: www.thecubanguy.com.



Andres Lara

The Difference Between a Parent Involvement (PI) Activity and a Parent Advisory Council (PAC)

By: Christina Benassi, ID&R Coordinator

Many people confuse parent involvement with a Parent Advisory Council meeting. To assist district and regions, Michele Chaney and Jessie McKenzie, ESCORT consultants, visited Kentucky. Michelle visited the Northeastern and Southeastern Regions on July 8 and 9 and Jessie visited the Western and Central Regions on July 24 and 25. Both did an excellent job explaining the difference between these two events to regional and district staff.

When districts and regions conduct parent involvement activities, the goal is to provide the parents with information. Most parent involvement activities involve a guest speaker coming to talk to the migrant parents about a specific topic.

For example: A lifeguard could come and talk to parents about swimming safety during the summer or someone from Red Cross could talk about basic first aid. Both of these types of activities provide the parents with information that either addresses a need or that the parents requested. Some parent involvement activities can take place in the families' homes since some districts have families far apart, particularly in rural areas.

The Parent Advisory Council is a smaller group of parents

that represent the migrant population in a district or region. This small group of parents is consulted on topics dealing with programmatic decisions. For example: the parents at a parent involvement activity may have been asked what topics they would like to be covered in the summer or what field trips they want to occur, via a survey. Then the PAC would be the group to look at the survey results and determine what the best topics are for the migrant students.

Now, some PAC's may have some portion of Parent involvement activities, meaning, at PAC meetings, it will be allowable to have a guest speaker talk to the parents about reading techniques to use with their elementary students or how to help students with homework. The PAC can have some elements of the parent involvement requirements. Some districts try to maximize the parents' time and do both activities on the same day. For this to happen correctly, the PAC should be after the PI activity.

To summarize: parent Involvement includes all parents. The Parent Advisory Council is a small group of select parents. The MEP provides the parent involvement (PI) with information, while the Parent Advisory Council (PAC) provides information to the MEP.

Physical Restraint and Seclusion Regulation Information

A regulation on the limitations on the use of physical restraint and seclusion (704 KAR 7:160) was passed in February 2013. Section 6(1) of this regulation requires all school personnel to be trained in the state regulation and local school district policies and procedures regarding physical restraint and seclusion, and annual training on the use of positive behavioral interventions and supports. This training includes all migrant education staff. To assist districts with the training requirement, KDE, in partnership with KET, developed a web-based training option. You can find the information about this training on the KDE Special Education [website](#). There are other resources available on the website include:

- KDE's Restraint and Seclusion [FAQ](#)
- KDE's Implementation [FAQ](#)

A full copy of the regulation is located on the [LRC website](#).

Barren County and Glasgow Independent's Parent Involvement Event

By: Christina Benassi and Sherry Stephens, Barren Co./Glasgow Advocate/Recruiter

On a hot June 16 evening, Barren County's and Glasgow Independent's Migrant Education Programs united at the Barren County public swimming pool. More than 50 parents and children were in attendance at the event. Each child that attended received a pool ball, float, or squirt toy. These children rarely swim at the local pool. Children that attended enjoyed this experience with their friends. While the children were swimming, the Barren County Migrant Education Program (MEP) provided summer reading logs to parents. They explained to the parents how to complete the logs and what information needed to be included.

This summer the Barren County MEP was lucky to have Kathy Burris from the Barren County's board office to assist tutoring students. Kathy is a certified teacher and is the district's special education teacher consultant. She also works with the Title III

Program. Kathy is very familiar with several of the migrant students because she serves them in ESL. She said she was very excited to work with the migrant education program so she could get her "kid-fix" during the summer. She will be an asset to the program.

During the parent involvement event, parents and children enjoyed pizza, cookies, and drinks. After they ate, a short meeting was held with the Barren County MEP going over the last PAC meeting minutes on April 22. They asked the parents what they and their children have liked or disliked about the summer program thus far. Overall, the parents stated they were very pleased with the summer opportunities their children have or are participating in during the summer. They feel the students are learning and having lots of fun. The 21st Century bus schedules and times of drop offs at local elementary schools were the only issue that

seemed to be of any concern. Sherry Stephens assured them that she would speak to the director of the 21st Century programs to gain more information about the issue.

One student discussed how she really liked attending the 4-H camp with the migrant advocate, Sherry Stephens. The student thought it was a great experience and seemed very excited that she was able to attend. Some of the other parents and students said that it was their first time to an overnight camp and they had so much fun they couldn't wait to return next year. As a follow-up and continuation with migrant students attending 4-H Camp, Sherry Stephens plans to collaborate with Paula Tarry, Extension Office Agent, in forming a 4-H program for the migrant students that will continue in the coming school year. Overall, Barren County and Glasgow Independent's migrant programs collaboratively had a great meeting.

Danville Independent Great News

By: Katalin McChesney with Aricel Gonzalez

Aricel Gonzalez, a senior at Danville High School, received a \$1,500 scholarship from the Migrant Network Coalition which will enable her to begin Bluegrass Community Technical College (BCTC) in the fall. This award will help her achieve her higher educational goals. The staff at the Danville-Boyle County MEP is so very proud of her and wishes to thank all those who helped her in any way through her high school career.

The 2013-14 school year was Aricel's last year in the Danville/Boyle County Migrant Education Program. She is an outspoken, energetic student who leads other students by her own example and advocates for them whenever she can. She is motivated to be the first one in her family to receive a college education in the USA. Read below for her self-introduction:

"Hello. My name is Aricel Gonzalez. I'm a 17 year old first generation student. My goal is to finish high school, and continue my education. I'm the eldest of five girls, and daughter of Mr. And Mrs. Gonzalez. I'm originally from Guatemala. God gave me the opportunity to come to the United States in 1999 with my mother and my two and half year old, little sister. Thanks to the help of great teachers and family support, my plans are to go to BCTC in Danville and become

a registered nurse and receive my associate degree in nursing. I plan to get certified as a translator because I am a bilingual in Spanish and English. I'm enrolled at BCTC and will begin this fall 2014."

***"Thanks to the help
of great teachers
and family, my plans
are to go to BCTC...
and become a
registered nurse"***



Northeastern KY Migrant Education Parent Employment Survey

By: Cara Doyle, Migrant Northeastern Regional Advocate

While attending a workshop at the National Association of State Directors of Migrant Education (NASDME) Conference in San Antonio this past spring, we learned about the importance of using surveys as a recruitment tool.

We were discussing what we learned at the conference over lunch, when Cindy Sasser, Western Regional Director, told us about her Parent Employment Survey designed by Kelsey Chadwick, Western Regional Recruiter. Cindy gave us permission to use her survey.

In July, we contacted the Directors of Pupil Personnel (DPP) in all of our non-stand-alone districts, discussed our program, gained permission and obtained current enrollment numbers to send home surveys with each of their students in pre-kindergarten through grade 12.

We ordered 336,000 two-sided (English/Spanish) copies of the Parent Employment Survey divided into lots of 300. Our office staff counted and divided the surveys by district and their individual schools.

We delivered all of the surveys to the board offices and

meet with the DPP (when available) and further discussed our program.

While visiting the districts, we took notes for our recruiters on where the farms, Mexican restaurants/stores were located and marked the location on district maps. DPP's will be contacted in three to four weeks after their first day of school to set a date for survey pickup.

Our local school system has been sending the surveys to our office as they come in. Over the span of five days, we have recruited seven children into the program! We are very excited to pick up the surveys from our other districts!

Our recruiters say that this is the simplest way to gain leads with less wasted time. Phone interviews are conducted as part of the initial screening process.

The printing cost has been more than covered by the eligible students recruited as a result of the surveys. We are calling this process, "Sowing our seeds"!

We are confident that our success is going to continue to grow.

Fayette Co. Teens Focus on Science, Technology, Engineering and Math (STEM)

By: Teresa Cox, Fayette County Recruiter/Advocate

This summer 24 teens from grades 7 to 12 enrolled in Fayette County's STEM camp,, where they focused on a variety of technological and scientific projects. Teachers from Locust Trace Agri-Science Center conducted the five-day camp at the Migrant Education Program (MEP) Center. The students began the week by designing and creating their own puzzle cubes, and quickly moved on to building robots. After each team had constructed their own moving robot, the students competed in an obstacle course to see which team had constructed the fastest, most efficient robot.

The students also spent the week working through a workbook focused on the engineering behind rollercoasters and the anatomical responses to riding these rides in an amusement park. Students studied the math and engineering behind the construction of the rides, and their week culminated in a trip to King's Island to study this engineering first hand (and, of course, to ride a few of the rides, too!). Many of our students had never ridden a rollercoaster before, let alone

been to King's Island, so the trip was quite a hit. Students were required to complete their workbooks at the park – with tasks such as taking your pulse both before and after riding a coaster to see how your body responds to the ride.

The students had an amazing time, as did their teachers (and the Fayette MEP staff, too!) We were all impressed with how technical so many of our students can be: they built robots from the ground up faster than we could set up their lunches for the week! We can't wait to work with these students again next year for something even bigger and better. Additionally, since they are so good with constructing things, we trust they will come up with quite a few new ideas for us to do next summer!



School Readiness & Academic Language in Summer Programming

By: Teresa Cox , Fayette County Recruiter/Advocate

The MEP team in Fayette County has successfully ended a three-week intensive summer program for younger students focusing on school readiness and academic language in reading and mathematics, and a week-long theater camp conducted by Lexington Children's Theater. More than 90 students were registered for our summer program, which was divided into classrooms based on the students' rising grades. Each classroom had a certified teacher and additional para-educators and assistants as needed. The MEP team wanted to focus this summer on preparing students for their upcoming grades. The perfect example as to why we structured the program with this focus comes from our youngest group of students.

Our Pre-K classroom was filled with three- and four-year olds who would be eligible to enter Pre-K in August. Many of these students had never been separated from their parents for a full day, and none of them had any experience in a classroom, nor did they know what was expected of them in the classroom. By the end of our four weeks together, these students knew how to behave in a classroom, how to stand quietly in line, and how to get their lunch trays in the cafeteria.

Similarly, our other classrooms were divided based on raising grades to focus on the academic transition for all of our students, and classes were divided into raising kindergarten, raising 1st and 2nd graders, raising 3rd and 4th graders, and raising 5th and 6th graders. Our younger students focused on basic skills in reading and math: letters and phonics, multiplication and division, and reading for synthesis. Our older grades explored more in-depth con-

cepts focused on academic language in these subjects. Our 5th and 6th graders read an entire book and did a book report project. All of our teachers reported significant positive gains on their pre- and post-tests. More importantly, our students had a blast. One parent even reported that her son refused to take off his backpack when he got home because he wanted to come back to school!

The students also took a trip to the Newport Aquarium during the program. The classroom teachers prepped students for the trip at various levels based on grade: older students took a more scientific approach, while the kindergarten class read stories about fish and sharks. On the day of our field trip, the students' unanimously voiced their love for the aquarium. They were able to touch a stingray, watch a show about whales, and everyone saw plenty of sharks (which were naturally everyone's favorite!) By the end of our summer program, the kids were still talking about how many sharks they had seen.

The students had a fun-filled summer, capped off with their exciting field trip, and teachers and staff were rewarded not only seeing how much fun the students were having, but seeing positive academic gains and hearing about how much fun school is and how the students can't wait to come back. Parents were also involved throughout the summer, and were invited to a cookout during the students' field day. Parent sentiment reflected what we all were proud of; parents were ecstatic to see their children excited about school, and they felt more involved and welcomed than ever before. All of us - parents, students, teachers, and especially MEP staff - are already looking forward to next year!



Lincoln County Summer Program

By: Betty England, Lincoln County Migrant Education Advocate

Betty England has worked with the Lincoln County Migrant Education Program (MEP) for two years and has coordinated the summer program with the assistance of three certified teachers and two assistances. During this summer's program, students in preschool through 10th grade were transported to the Board of Education Office where they were divided into three classrooms: preschool, kindergarten to grade 2, and grades 3 to 10. A total of 58 students attended the on-site summer school program, and an additional two students and an OSY who chose to do in-home tutoring also attended.

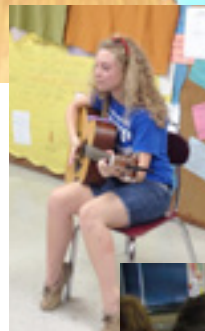
The kick-off for the 2014 summer school program was a field trip to the Capitol in Frankfort, KY. Thirty-nine students from preschool to tenth grade attended. These students toured the Governor's Mansion, the floral clock, and the Capitol. The students were very attentive as they walked around looking at the House of Representatives and the Senate. The students had the opportunity to meet David Mead, Lincoln County's Representative, while on the tour. The students had a wonderful visit and learned a lot about the state's capitol.

Summer learning had students arriving at 8:00 a.m. and eating breakfast sponsored by the summer feeding program. School-age students spent the rest of their morning working on mathematics and reading using the Think stretch summer workbooks and MobyMax online program for mathematics, reading, and writing. Preschool students followed the same curriculum as if they were attending the regular school year. After enjoying lunch from the summer feeding program, students enjoyed educational classes; such as first aid, hand washing, and disaster preparedness from the Lincoln County Health Department; salsa and tortilla making facilitated by migrant parent, Herlinda Compos; guitar presentation by student aide, Grayson Yaden; photography from the Interior Journal; storytelling presented by the Lincoln County Homemakers; amphibians presentation by Inter Co Energy; soap making and dental health by the Lincoln County Extension Office; and twice a week trips to the local library for science classes. Migrant ELL students also attended a three day mini-camp on-site that was led by Centro Latino representative Chris Claunch, and Centre College students. Students in grades K-10, with the assistance of the summer school mini-grant, were taken to various locations such as: banks, courthouse, police station, and local hospital to learn about career opportunities they might be interested in. The on-site program concluded with a trip to Kentucky Kingdom with their parents, where they enjoyed learning about theme parks, shows by sea lions, and other programs presented throughout the day. Lincoln County MEP would like to thank the state and regional offices for making the mini-grant available to bring our preschoolers on-site and our many community agencies for making our program a success.

In addition to their kickoff trip to the Capitol, students also enjoyed learning about water safety. This culminated with a trip to Summer Splash for a family field trip.



***The students
toured the
Governor's
Mansion, the
floral clock and
the Capitol***



Southeastern Regional KY MEP Leadership Development Workshop

By: Jeff Vincent, Southeastern MEP Assistant Director

"I am a Lion! I tend to take control of situations. I am assertive when confrontations arise. My weakness is listening to others' problems and needs but will find a way to help."

Goretty, age 16

"I am a Beaver! I am very detailed. I would call myself a perfectionist. I like to do things correct."

Mario, age 12

"I am an otter! I like to have fun and very social. I love solving problems and willing to lead others by encouraging them"

Erendia, age 18

"I have characteristics of a Lion, Otter, Beaver and Golden Retriever! I'm well-rounded and good at everything. When I took the personality test, I was more of an Otter. I like to have fun and typically demand attention."

Pablo, age 12

Wednesday, June 16, 2014, was a fun-filled day for Woodford and Jessamine County middle and high school migrant students. The Southeastern Regional MEP Staff hosted a Leadership Development Workshop in Versailles, KY. that proved to be a meaningful, crazy-fun day full of leadership challenges that incorporated various academic skills involving reading, writing, grammar and math.

"Our goal for the Leadership Development Workshop was for migrant students to elevate outside their comfort zone and learn more about themselves and become more confident as leaders within their schools, teams, family, friends and future careers," said Andy Megargel. Megargel, a middle school English teacher in Scott County who has worked as a summer migrant camp counselor for five years, lead the leadership workshop.

Instead of sitting at desks, students were crawling around one another, drawing pictures, building pencil pyramids, unraveling hand knots and playing human tic-tac-toe. The group was divided into two teams and earned points for working together to complete a variety of nine challenges including such topics as grammar, logic, estimation, communication, computation, problem solving, riddles and games.

After each challenge, migrant students were given 5 to 10 minutes to write a reflection on how leadership played a role in their team's success or failure.

In the challenge, "Picture This!" team members were given different tasks. Some team members were the communicators and the others were artists. The communicators were given an allotted amount of time to view a preselected picture.

After viewing the picture, they had the challenge of communicating what they saw to the artist who then had the task of drawing it. The artists were not allowed to speak nor see the picture and the communicator could not draw, point, or make any motions. They could only use words to describe the picture. At the end of the time, the team with the closest picture to the original won 50 points and gained an advantage for the next challenge.

Once the challenge was complete, students reflected on

their experience answering such questions as:

What were the hardest aspects of this challenge?

How did you handle them?

If you could do it over again what would you have done differently?

One eighth grade participant, Maddie wrote, "It was a challenge because it was hard to verbally explain the picture that was in my head.

It was difficult to draw something I've never seen before but it was fun!"

Another student, Mario, explained, "The most difficult part was listening and drawing what the communicator told me."

Later, each migrant student took a personality test to determine their leadership style. Students had the opportunity to discuss their results with the group. Leadership styles were divided into different animals such as lions, otters, golden retrievers and beavers.

Travis Frith, math teacher at Madison Southern High School and migrant camp counselor led the challenge,

"The Logic (Math) Problem." Each team was given a mathematical, logic puzzle involving the recent soccer playoffs. Team members had to use written clues to figure out each soccer player's first and last name along with the position they played.

The last and most popular challenge of the day was "Human Tic-Tac-Toe." Teams competed against each other using their bodies instead of "X's & O's" to get three in a row.

"By far, this was my favorite challenge of the day," stated Jeff Vincent, assistant director of the Southeastern Kentucky Regional Migrant Education Program. To even the team numbers,

Vincent had the opportunity to take part in the challenge. "This challenge took a lot of strategy, communication, leadership and team-work. It was extremely physically active and fun. The kids had a blast and it was great watching each of their leadership skills surface throughout the activity."

"We had to really think on our feet. We had to figure out a different way to do things if they first didn't work out. It was so fun." said Goretty, a junior in Jessamine County.

Lions	Otters	Golden Retrievers	Beavers
Assertive/Aggressive	Fun-loving	Encourager	Analytical
Takes Charge	Encourager	Loyal/Trustworthy	Perfectionist
Embraces Pressure	Opposite of Beaver	Peace-Maker	Very Detailed
At times, not a good listener	Social and loves attention	Team First Attitude	Opposite of Lion and Otter

What are some Fun, Free, and Educational Websites for Kids?

By: Christina Benassi, ID&R coordinator

The internet has millions of different websites for kids to explore although some may be better than others. Here are a few free, educational websites that may be beneficial for migrant students, especially those with access to an I-pad or a computer. Students introduced to these websites could then learn more at home. These websites may also help tutors during the school year as well.

Fun Brain: www.funbrain.com

This website includes fun reading and math games and activities for grades K-8.

Who Was Book Series : www.whowasbookseries.com

This website has a fun trivia game to test your knowledge of famous people. There is also a place where you can make your own book list to print or email to someone.

Switcheroo Zoo: www.switcheroozoo.com

This is a really fun website that can also be an app for iPad, Kindles and Androids. There are lesson plans for grades 5-8. Students can make their own unique animals, write stories about their animals, and hear animal sounds.

PBS Kids: www.pbskids.org

Students can play with their favorite PBS characters while learning. The Curious George section is also in Spanish.

Nat Geo for Kids: www.Kids.nationalgeographic.com

Students can learn all about geography and fascinating animals.

Star Fall: www.starfall.com

This site has a variety of read-along stories, phonics preparation and songs. This is a great educational site from pre-k to first grade.

Storyline Online: www.storylineonline.net

This is a great way for students to listen to their favorite stories being read by movie stars!

ABC Ya: www.abcy.com

This website has math and reading games for students K-5th grade. There is even a "Spanish words toss" for grades 2-5 to help students with Spanish or English vocabulary.

Highlights Kids: www.highlightskids.com

This website allows students to read, play games, look for hidden pictures, and do a variety of activities found in the highlights magazines.

ID&R Center @ **ESCORT**
COLLABORATE • INNOVATE • FACILITATE • EDUCATE

2014 National ID&R Forum
October 28-30 ♦ Jacksonville, Florida

Access registration form at: [2014 National ID&R Forum](#) \$150.00/person

Lodging & Meeting Venue:
Omni Jacksonville Hotel
245 Water Street, Jacksonville, FL 32202
\$83.00 (single/double, plus tax)

For reservations, click: [Omni Jacksonville Hotel Reservations](#)
Or call 877.983.7545 - request "ID&R Forum" group rate

- ♦ Join us to learn about and share innovative practices in ID&R
- ♦ Update on legislative and regulatory impact
- ♦ Network with your colleagues from across the country

Visit the [ESCORT 2014 National ID&R Forum webpage](#) for regular updates.

Aiming For Success: OSY Strategies and Resources for Your State



**Strategies • Opportunities • Services
for Out-of-School Youth**

Save The Date!

- Pre-Conference: November 19, 2014
- Dissemination Event: November 20-21, 2014

Clearwater Hilton • Clearwater Beach, FL